



# ESY vs. Recovery Services vs. Extended Learning Opportunities Quick Guide



## Distinguishing ESY, Recovery Services, and Extended Learning Opportunities

During the COVID-19 pandemic, schools have had varied delivery models depending on local circumstances and the guidance of the Idaho Back to School Framework 2020. It is recognized that all students, including students with disabilities, may have missed learning opportunities during this time. Difficulties in providing specially designed instruction to students with disabilities may have impacted progress on IEP goals.

Districts and charters will likely seek to address missed learning opportunities for all students by offering some type of extended learning opportunities. This may include extending the school day or school year for all students, offering summer school opportunities, or other approaches to meet the needs of students and families.

It is important that IEP teams understand the differences between the different types of opportunities and services that may be available and required for each student. The following table distinguishes the differences between Extended School year (ESY), Recovery Services, and Extended Learning Opportunities.

	<b>Extended School Year (ESY)</b>	<b>Recovery Services</b>	<b>Extended Learning Opportunities</b>
<b>Defined</b>	A program to provide <b>special education and related services</b> to an eligible student with a disability beyond the conventional number of instructional days in a school year based on specific criteria.	Additional or supplemental services required to address gaps of service delivery due to school closures when FAPE was not delivered to a student based on evidence gathered and by IEP team decision.	Services for <b>all</b> students showing signs of skill as a systemic approach to help schools recover from unavoidable COVID-19 service delivery interruptions.
<b>Target Students</b>	Students with disabilities meeting ESY criteria	Students with disabilities	All students
<b>Who determines need</b>	Student's IEP team	Student's IEP team	District and School Leadership
<b>Purpose</b>	An IEP service assisting students with disabilities with the <b>emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY.</b>	Supplemental services needed to remedy an <b>inability to provide FAPE due to COVID-19.</b>	Additional services to ensure that all children <b>continue their academic and social emotional learning.</b>
<b>Frequency of determination</b>	At least annually	When FAPE has not been provided	LEA discretion
<b>Evidence to support need</b>	Student performance data	Documentation identifying FAPE was not	Determined by LEA



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	Input from student's IEP team	provided and remedy required.  Input from parents.  Formal and informal data.	
<b>Structure</b>	Individually designed and delivered over breaks in instruction.	Individually designed and delivered outside instructional day.	May include models such as an extended school day/year, summer school, Saturday School.
<b>Questions to consider</b>  (Questions vary depending on individual circumstances.)	<p>Does progress toward goals and benchmarks/objectives over an extended period show few if any gains?</p> <p>Do progress reports and data show that the student demonstrates periodic regression that is related to breaks in instruction throughout the school year?</p> <p>Do progress reports and data show that the student regresses and cannot relearn the skills in a reasonable amount of time following the breaks?</p> <p>Will failure to maintain acquired critical life skills cause major or permanent loss of the skills and create a dependence on caregivers?</p>	<p>Was there equal access to the same educational opportunities as same grade classmates?</p> <p>Were services identified in the IEP and IDLP provided?</p> <p>Did the student make progress in light of the student's individual circumstances?</p>	<p>Is the district providing extended learning opportunities for all students?</p> <p>How will the student participate in these opportunities?</p> <p>How will services, accommodations, and/or adaptations be provided to the student as he or she participate in these opportunities?</p>
<b>Documentation informing parents of decisions.</b>	IEP Amendment  <i>Written Notice</i>	Recovery Services Documentation Form  IEP Amendment (Optional Statement of Service Delivery)  <i>Written Notice</i>	District communication
<b>Cost to parents</b>	NONE	NONE	Determined by local districts



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<p><b>Criteria</b></p>	<p>ESY services shall be considered in light of the totality of the circumstances, including the following three areas of need:</p> <ol style="list-style-type: none"> <li>1. <b>Emerging skill:</b> Few, if any, gains are made during the general school year and a skill is in the process of emerging. The IEP team believes that with ESY services the student would make reasonable gains.</li> <li>2. <b>Regression-recoupment:</b> In the absence of an educational program the student will experience significant regression and the amount of time required to relearn a skill or behavior becomes so significant that the student would be unable to benefit from his or her special education.</li> <li>3. <b>Self-sufficiency:</b> An interruption in services would threaten the acquisition of critical life skills that aid in the student’s ability to function as independently as possible, thereby continuing the student’s reliance on caretakers, including institutionalized care.</li> </ol>	<p>The determination of whether recovery services are needed, and if so, what recovery services are appropriate requires a review of all data collected during modified delivery of instruction including:</p> <ul style="list-style-type: none"> <li>• Formal data</li> <li>• Informal data</li> <li>• Parent input</li> <li>• Description of the educational services provided to similarly situated students</li> <li>• Any additional data deemed necessary</li> </ul>	<p>Determined by local districts</p>
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Question	Response
<p>My district is providing extended learning opportunities (extended day, summer programs, etc).</p> <p><b>Can we use these opportunities to meet our ESY obligation for qualifying students?</b></p>	<p><b>No.</b> It is important to remember that if the district is offering extended learning opportunities for all students, those opportunities must be available to students with disabilities.</p> <p>Extended School Year (ESY) services must be provided outside of the instructional day or year in addition to all other opportunities to which the student is already entitled.</p>
<p>My district is providing extended learning opportunities (extended day, summer programs, etc).</p> <p><b>Can these opportunities be considered Recovery Services?</b></p>	<p><b>No.</b> It is important to remember that if the district is offering extended learning opportunities for all students, those opportunities must be available to students with disabilities.</p> <p>Recovery Services must be provided outside of the instructional day or year in addition to all other opportunities to which the student is already entitled.</p>
<p>My district is providing extended learning opportunities (extended day, summer programs, etc).</p> <p><b>Does this eliminate the need for us to consider or provide Recovery Services?</b></p>	<p><b>No.</b> Although extended learning opportunities may help mitigate the need for Recovery Services for some students, each IEP team must discuss and determine the need for Recovery Services for each student based on the unique circumstances of that student.</p> <p>Teams should not delay discussions about Recovery Services solely based on the availability of extended learning opportunities.</p>
<p>Our district has a summer ESY program.</p> <p><b>Can these services also count as Recovery Services for students?</b></p>	<p><b>No.</b> Although both types of services are to be provided outside of the instructional day or year, Extended School Year (ESY) services and Recovery Services have different criteria, different purposes, and should be addressed as separate topics by the IEP team.</p> <p>Some students may require <b>both</b> Recovery Services and ESY services.</p>

	Extended School Year (ESY)	Recovery Services	Extended Learning Opportunities
<b>Additional information</b>	<ul style="list-style-type: none"> <li>• <a href="#">Idaho Special Education Manual</a></li> <li>• <a href="#">IEP Handbook</a></li> <li>• <a href="#">Developing A High-Quality IEP: Module 10 - Extended School Year</a></li> </ul>	<ul style="list-style-type: none"> <li>• March 2021 COVID guidance</li> <li>• <a href="#">Recovery Services Quick Guide</a></li> <li>• <a href="#">Recovery Services Decision Tree</a></li> </ul>	District policy and guidelines